Report from Ministry of Advanced Education Open Space Conference:
Issues and Opportunities for the Future of
Aboriginal Post-Secondary Education and Training

First Nations House of Learning, University of British Columbia
February 23, 2004

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Prepared For: Ministry of Advanced Education
Date: March 18, 2004

106-0 5873 /

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Attachment A - Open Space Invitation Final January 6, 2004

Attachment B - Participant List February 23, 2004 Conference

1. Background:

On February 23, 2004, the Ministry for Advanced Education (AVED) invited 150 people involved in Aboriginal post-secondary education to a conference at the First Nations House of Learning at the University of British Columbia (UBC) to engage with each other around issues and opportunities for the future of Aboriginal post-secondary education and training in British Columbia. The invitation[1] stated:

> Your insights, skills and experiences are needed to help shape the future of Aboriginal post-secondary education and training. AVED released the draft Aboriginal Post-Secondary Education and Training Policy Framework (APF) for discussion in November 2003. The draft APF outlines AVED's proposed approach for the future of Aboriginal post-secondary education and training. AVED is seeking your opinions on key issues, options and strategies to ensure that this important topic is discussed from a variety of perspectives resulting in a list of recommendations for action.

The participants[2] met using Open Space Technology in which they self-organized an agenda based around 29 small group discussions. These small groups met throughout the day, took their own notes, and created a number of recommendations. The day was facilitated by Chris Corrigan and Chris Robertson.

This report contains a summary analysis of the recommendations and a complete set of the day's proceedings. Specific recommendations are listed with each group's report.

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[1] Refer to Attachment A for Open Space Invitation.

[2] Refer to Attachment B for a full list of Forum participants.

2. Summary of Recommendations:

Conversations on the day touched upon a wide variety of factors that promote or inhibit First Nations' (FN) participation and success at the post-secondary level. Broadly speaking, participants discussed:

- A continuum of support for learners: starting with parents, moving through early childhood and K-12 education right through to post-graduate work.
- Ways to engage more community-focused and community-based approaches to supporting and delivering post-secondary education.
- Increasing the capacity and ability of post-secondary institutions to deliver appropriate education to Aboriginal students through effective curriculum, institutional governance, funding for support and accountability.
- Intergovernmental relations and especially the role of tripartite bodies in helping to shape the agenda and implement the policy.
- Follow-through support work to ensure Aboriginal graduates are able to overcome barriers to work after they have completed post-secondary education (PSE).
- Several trends emerged from the discussion groups. These can be summarized as follows:
- Participants were equally concerned with K-12 education, suggesting that the Ministry needs to deepen its understanding of Aboriginal issues into the public school system, and deepen the connection between success at the K-12 level and the post-secondary education (PSE) level.
- Participants pushed the origin of post-secondary issues back to parenting and supportive home environments. The development of self-esteem and secure personalities is an important theme. There is a recommendation to draw early childhood development programs like Head Start into this conversation, representing a full continuum.
- Support for Aboriginal post-secondary learners can best be facilitated through targeted funding for services and collaboration with Aboriginal communities, learners, faculty and other stakeholders.
- Targeted funding and a revisiting of measurement tools to focus on the goals of Aboriginal learners helps build accountability and gives a more accurate reflection of how resources are meeting needs. Meeting with Aboriginal communities and asking them what is important to measure will assist in this effort.
- Aboriginal representation in the governing and decision-making structures within institutions further enhances institutional accountability.
- Aboriginal participation in graduate student programs should be seen as an integral part of the continuum for accountability.
- Community-based: This approach begins with assessing the needs and situations of Aboriginal communities and builds from there. A local focus on funding at the K-12 level promotes increased successes for students moving to PSE.
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- Issues surrounding federal-provincial relations and some useful recommendations for convening a high-level conversation around barriers and opportunities were also raised. There was a desire to see tripartite bodies resolving funding issues and working together on accountability.
- Several recommendations were made by groups discussing the personal capacity of staff and faculty to understand and work with Aboriginal students. These include being aware of First Nations and Métis history and culture, and being interested in teaching or providing services in a way that makes them accessible for Aboriginal students.
- Putting a human face on success includes finding mentors, role models and Aboriginal teachers, especially in areas where Aboriginal students are under-represented like graduate school and the physical sciences.
- Development of e-learning approaches in order to deliver PSE to remote communities and workplaces.
- Developing an integrated approach by creating inter-Ministerial committees that include representatives from Aboriginal communities and post-secondary institutions.
- Importance of Aboriginal learners' follow-through into the job market with career training, procurement and labour market capacity development.

These themes represent the recommendations stemming from the small groups discussions. It is important to note that the participants were very engaged during this process and many expressed a willingness to be involved in assisting the Ministry in moving forward on these recommendations.

3. Improve links between K-12 and Post-Secondary Education

Summary of Discussion:

- Public School System is failing aboriginal students.
- When students arrive at post-secondary they have to take two years up-grading to reach entry level.
- Students are being pushed out with a dogwood but without the courses required or are dropping out.
- Need to focus attention on students in K-7.
- K- Grade 1 Aboriginal students are equal, and then drop off.
- First Nation Education Steering Committee (FNESC), BCMED (?), Indian and Northern Affairs Canada (INAC): parental engagement - parents as first teachers - federal programs.
- Literacy/ parent teachers not enough given the residential school experience. 60's scoop.
- Many parents don't feel comfortable coming into the schools – many barriers.
- Why does the shift occur in Grade 3 - age seven? Is it because students are getting a voice to say "NO"?
- Example – Burrard (Tsleil-Waututh), Alternative school – first success for some students – choice and voice the part of the students – choosing courses, grades etc.
- Children of parents who have more experience with the system have better retention – change over time.
- Values and cultural choices – are parents leaving children to make their own choices too early – not wanting to confront children to make better choices
- re: sleep.
- Is Grade 3 the time that "difference" becomes apparent?
- Perhaps "we" Aboriginal parents and teachers are not challenging students enough – Perhaps some students are bored?
- Need to think about the works as it is now, not as it was when we were children.
- New issue of safety – perhaps too much energy is going to peripheral subjects like this.
- Some teachers are inspirational; others are not.
- Elementary/Secondary schools are graduating students with prejudice; bias that affects their college performance.
- Our students don't belong.
- First Nations Head Start should be part of the education system. Head start students are more successful. Parents are part of head start. Think Early Childhood Education (ECE)– not daycare – parents know their rights – feel like they belong.
- Universities, colleges do not all have a place for Aboriginal students to gather and be comfortable.
- Disparate resources available to Aboriginal/International students.
- FTEs drive institutions. All students are not all FTE's
- Cut the rhetoric – make a real difference.

- Big difference between urban communities/rural communities. Educators have dogwood as the goal. Students may have other goals. Acknowledge diversity – one of the weaknesses of the draft APF document.
- Diversity/multiculturalism takes away from indigenous issues. Too few role models – discontinuity of age groups.
- Issue of the competitive nature of the workplace for FNs.
- What should be available on the college side?
- Opportunity to go there, be there, be comfortable there.
- Notable change in advisory services – Aboriginal students want to relate to one person.
- Need to establish trust relationship with someone in the institution.
- What is the key intervention needed? Every college should have a full time coordinator and a room to meet – familiarity.
- Learning Environment - transition to college opportunities.
- Have Head Start Programs located at the colleges – role models – cycle of knowledge of human services.
- Support workers jobs have been changed from key support workers to academic resource workers.

Recommendations:

- Head Start – ECE. In all schools/communities – involves parents.
- Need to find out what causes the shift in students in Grade 2-3. What happens that makes their learning environment more Aboriginal.
- Appropriate sufficient resources in all PSE Institutions to provide support to Aboriginal students – coordinators, a gathering place.
- Issues like racism need to be addressed in a concrete way– what is actually causing change? – Learning environment that welcomes students at all levels.
- How can we help?
- K-12 can hire Aboriginal School District Teachers – not just talk about it.
- Responsibility to prepare students for college rests with…
- Enhancement agreements for PSE's.

4. How do we do more with less? Or, in other words, how can the "system" become more efficient – laddering, streamlining, rationalization

Summary of Discussion:

- Acknowledge that there is a difference in how FTE's should be defined, between FN and non-FN students.
- Ministry should gain a greater appreciation and understanding of successful education requests. To be defined by Aboriginal people.
- Find examples of institutional respect (research needed).
- Find examples of efficiencies elsewhere.
- Each institution needs to respect the need for FN control of FN education.
- FN controlled and directed educational institutions are necessary.
- Distance learning needs to be stressed.
- Institutions need to be more flexible, entrepreneurial and responsive in regards to FN needs.
- Less emphasis on "competition" between the institutions through FTE targets; instead, recognition of each other's strengths while respecting the need to coordinate and support the path of each learner.
- FN education should not be treated like the rest of the system but separate in terms of supports, FTE definition, and funding.
- The purpose of education is not the same as mainstream (business model, capital development) but rather one as social justice (to overcome trauma, build on society, etc.).
- There needs to be a re-alignment of educational goals, FN needs, and Ministry objectives/ research.
- Need for a joint FN/Government educational policy committee with the Ministry to be composed.
- Recommendations for implementation.
- Educational policy committee within the Ministry composed of senior institutional, Ministry, Federal, student and community reps with decision-making authority in regards to First Nations Educational Policy & Aboriginal Special Projects Funding (ASPF) to help coordinate resources, goals and objectives.
- Research into successful models for institutional respect elsewhere, a new FTE definition. Analysis of how FN people are treated within institutions.
- Facilitate at the government level a regular set of meetings amongst the FN institutions and FN programs.
- Long-term view must be adopted.

Recommendations:

1. Educational policy committee within the Ministry composed of senior institutional, Ministry, Federal, student and community reps with decision-making authority in regards to First Nations Educational Policy & Aboriginal Special Projects Funding (to help coordinate resources, goals and objectives).
2. Research into successful models for institutional respect elsewhere a new FTE definition. Analysis of how FN people are treated within institutions.
3. Facilitate at the government level, a regular set of meetings amongst the FN institutions and FN programs.
4. Long-term view must be adopted.

5. What is the post-secondary system doing about Métis Education

Summary of Discussion:

- Discussed Métis history.
- Métis must be recognized at the table.
- Can't just call a place "First Nation" education council only. Métis need to be a part of this.
- Need more awareness in the strategy.

Recommendations:

1. Positive historical information.
2. How is education been promoted?
3. Closer work with the Ministry to aid in changing language to include Métis.
4. Need greater resources (financial and in-kind).

6. Funding student's post-secondary admission requirements

Summary of Discussion:

- Tuition for Adult Basic Education (ABE) admission/pre-requisites courses when a student already has Grade 12.
- Aboriginal students who have Grade 12 have difficulty obtaining funding for such ABE courses
- Aboriginal students in high school are not encouraged to take or prepared to take academic course such as English 12, Math 11/12, or sciences that are necessary to enter many post-secondary programs.
- Public post-secondary institutions don't understand Band processes and time-lines for funding of students. This results in applications from some Aboriginal students being cancelled by the institution if funds haven't arrived in time.

Recommendations:

1. All ABE courses should be tuition-free, whether or not the student completed high school.
2. Federal funding should be available for living allowances for Aboriginal students with Grade 12 who need to complete admission/prerequisite course at the ABE level.
3. Aboriginal K-12 students should be encouraged to prepare for and undertake courses such as English 12, Math 12 and sciences.
4. Public post-secondary institutions need to recognize Band processes and time-lines for funding and find ways to accommodate them in their admissions processes so as to avoid de-registering students.
5. Bands need to recognize the need for them to fund their students in a timely way, thereby preventing the need for post-secondary institutions to de-register their students.

7. How to educate educators in the social reality of First Nations students

Summary of Discussions:

- First Nations students from across Canada, different beliefs and cultures.
- Educators need to be culturally sensitive. Students lack social supports, transportation, health and diet.
- Must build community.
- Caribou Tribal Council does this at University College of the Cariboo and University of Northern British Columbia (UNBC).
- Impact of family on First Nations students: how is reality structured?
- Learning process happen in daily life. First Nations don't just learn individually.
- How do we fund this? Aboriginal FTEs are more expensive, so perhaps we need to redefine FTE (different formula).
- Need accountability measure to be attached to First Nations.
- Question of self-identification. Teacher expectations influenced if children identify as First Nations. Even university faculty sometimes won't self-identify.
- First Nations students still face lower expectations from teachers. They are funneled into the trades.
- How to accommodate employers needs (standards) – assessment tools, professional competencies. Raise bar higher by Aboriginalizing codes of conduct, e.g., for police officers. First Nations studies should be seen as core curriculum.
- Peer counseling is helpful. Where does Aboriginal knowledge fit into the curriculum?
- Affiliation agreements – First Nations deliver the programs. Protocol agreements. Hard to recruit First Nations faculty. We need critical mass in order to develop community. First Nations people want to make a positive contribution.
- Affiliation agreements are respectful – What do you bring? How do we change? Living document, very empowering. Confer respect as equals.
- Send people alone to have lunch for a week in Aboriginal community, as a stranger…then a person will learn the other culture.
- How best can we allocate limited resources?

Recommendations:

1. What works is when staff and First Nations components of institutions have authority to share power around approaches, decision-making, and policies and responsibilities.
2. Orientation sessions for junior and senior high school students. Large campuses are intimidating. Process must recognize unique First Nations worldview.
3. Brown bag lunch for all to participate – not hierarchical. Students and staff make presentations.
4. Allow the entire village to attend convocation ceremonies (or hold second recognition ceremonies). Recognize that First Nations individuals are a part of the community. Develop community based approach to learning

5. Use co-instructors (First Nations) in language and culture and bio-diversity. Use champions within systems, (e.g. Royal Canadian Mounted Police Aboriginal training). First Nations components of institutions must have authority within the Board of Governors and other structures. Bring First Nations into decision making all the way along.
6. Make First Nations studies core curriculum in PSE institutions. Professionals need First Nations training to create systemic change.

8. How do we measure student success

Summary of Discussions:

- Requirements for entry to post-secondary very different for high school students vs. mature students.
- Institutions will be given reasonable amount of autonomy to create accountability measures for success.
- Right now institutions being asked to report on numbers enrolled and what percent of students are Aboriginal.
- Question could be: How many mature students are in those numbers?
- May want to look for system-wide measures of accountability. May need to respond to local community measures of success.
- Success may be a loaded term. Tracking students per semester and per year could shift focus to retention. Fine-tunes issues of persistence while some persist & some do not.
- Measures can be obtained from both groups. Could analyze by program and age.
- We tend to make assumptions around what a student sees as success, ways of teaching, curriculum, etc. Are we making assumptions when we define success?
- Who are we measuring success against? Entire student population or just Aboriginal student population?

Recommendations:

1. Institutions should report persistence by year rather than straight enrollment.
2. Needs of on-reserve status people in college/university catchments areas need to be recognized, responded to, and tracked separate and apart from those who "self-declare" as being of Aboriginal ancestry.
3. Post-secondary institutional goals pertaining to meeting the needs of Aboriginal students should be developed in consultation with the Aboriginal communities in the institution's geographic region.
4. Institutions should be held accountable for meeting the PSE goals, which have been developed and defined jointly by the institution and the Aboriginal communities in the institution's region.
5. Re-establish targeted funding and encourage institutions to increase support staff for Aboriginal student services. Rationale: Aboriginal post-secondary growth is increasing exponentially. If the Ministry needs accountability data, and success and retention information, services need to stay the same; thus, more support staff.

9. What constitutes a FN Program - who decides

Summary of Discussions:

- Aboriginal courses/programs need to be developed with FN's involved at every step and level.
- Is it okay to name a program "FN"? Yes, or just do it! When?
- Sharing network of Aboriginal people required from K-12 –> PS -> community.
- Accountability, performance, evaluation.
- Many creative ideas come forward, but this one-day cannot bring forward all the issues that need to be brought forward.
- Sharing information is important.
- Diversity of nations in urban centres is challenging Aboriginal curriculum.
- Executive/instructors/chairs etc., who have no knowledge of FN history/culture need to be educated.
- Sharing best practices.
- Build into strategic plan/education plan commitment to FN education.
- How do you deliver a FN program in a mainstream culture without losing the cultural integrity?

Recommendations:

1. Aboriginal people need to be involved at every step for program delivery. Grass Roots->->->Provincial level.

2. Aboriginal people need to be organized; need to network at all levels. Best practices Aboriginal /non-Aboriginal symposium field placements/exchanges for faculty/staff bi-lingual/bi-cultural conference.
3. Need for cross-cultural awareness at leadership levels, i.e. executive, deans, instructors, etc.
4. Aboriginal Speakers bureau – British Columbia Government could set up website with names, expertise.
5. List of attendees of this day needs to be shared with their nations.

10. Accurate collection of data that is meaningful to both the Aboriginal and Education Communities

Summary of Discussion:

- We need accurate data. Biggest problem to overcome is identifying the Aboriginal students in the post-secondary system. Right now it is self-identification and we suspect that many students don't self-identify.
- Missing: There is no way of matching the data between post-secondary and K-12. To date that has not been done.
- Federally funded schools are not part of the system (band schools K-12 students transfer to post-secondary).
- Inter-provincial transfers.
- How do we involve the private trainers in the discussion and collection of data?
- Need integration of data between colleges and universities.
- Need a baseline to start, which informs good public policy.
- How many students go into post-secondary training? First grade transfer only.
- Remoteness of community and the challenge of finding programs and services to meet their needs.
- What other data needs to be collected?
- Success rate/non-success rate and reasons for both.
- What programs the students are in.
- What are their transitions?
- Has there been a change in their course of study?
- General Educational Development (GED) -> how are Aboriginal students identified?
- How do we link college data to Personal Education Number (PEN) and the Ministry?
- Importance of longitudinal and mobility studies.

Recommendations:

1. Ministry of Education, AVED and British Columbia Statistics meet and develop a policy on collaboration of data, which includes collection, reporting and evaluation.
2. Consult with Aboriginal communities to find out what they would like to know about their students attending post-secondary institutions.

3. Ability to integrate other data collections into the present ones being utilized.

11. Accountability

Recommendations:

1. Reinstate provincial targeted funds for student services, i.e. access coordinators, advisory councils, etc.
2. Maintain special projects funding. Develop guidelines that reflect Aboriginal programs are becoming part of core programs. Guidelines encourage an institutional commitment to continue program past provincial grant.
3. The accountability framework must have an Aboriginal component. This may include institutions developing internal plan that include headcount, retention, access, participation rates at all levels, research, Aboriginal faculty, community based delivery programs, outreach services, representation on Boards of Governors, etc.
4. The Aboriginal Post-Secondary Education and Training Policy Framework (APF) draft must include Aboriginal people and communities in the development, implementation and evaluation of the policy. The policy must be taken to Aboriginal communities for input as well as Aboriginal high school and post-secondary students in a variety of fields.
5. The Aboriginal right to self-determination must be incorporated into the document. Equity is an issue that must also be reflected in the policy.

12. Funding

Recommendations:

1. Tripartite cost-sharing of Aboriginal post-secondary institutes.
2. Alternate funding formula for rural FN and Post-Secondary in K-12 communities, taking into consideration lower population. Success rates of FN students finishing a post-secondary program are higher when it is done locally. Forcing urbanization. Look at grants (Ontario Northern Grant).
3. Resourcing of post-secondary must be addressed in the APF.
4. Partnerships with public post-secondary institutes are too costly- this should be addressed, as they are needed in rural communities.
5. Aboriginal Special Projects Funding should be year to year- multiyear. Targeting funding.
6. Commit resources to preparatory and bridging programs.
7. Re-instate the first year grant for all learners.
8. Movement towards priority with ISSP and PSSP funding.
9. Bring Aboriginal liaison officers together to share best practices- specialized funding.
10. Resourcing available to public post-secondary institutions to meet the different needs between urban and rural settings.
11. Provincial resources to support the Indigenous and Adult Higher Learning Association, again to share "best practices" and sharing programs.
12. Department of Indian and Northern Affairs Canada (INAC) targeted funding for Aboriginal students attending post-secondary education in urban areas. Similar to targeted funding provided to school districts for Aboriginal students.
13. Debt management and finance training.

13. What can student services do for Aboriginal students

- How are we tracking our number of Aboriginal students in schools?
- Academic advisors and board members of Aboriginal ancestry (employment equity).
- Should FN Coordinators work solely with FN students?
- Different bands, different requirements for funded education.
- Aboriginal oriented programs vs. regular programs with use of Aboriginal mentors etc.

Recommendations:

1. Develop a way for students to be identified as being Aboriginal for the purpose of ensuring appropriate resources available for them.
2. Provide students with tours of school and meetings with FN Coordinators before student is enrolled (to relieve stress on students).
3. More analysis should be done on participation rates of Aboriginal students, i.e., success rates, program selection. This could be used for comparison purposes between bands to see what programs/school is working for them.

14. Ensuring Accountability Through Decision-Making Structures

Summary of Discussions:

- There needs to be representation effective, equitable.
- Advisory Councils cannot be token elements of the process.
- There is no Aboriginal control of Aboriginal education at the post-secondary level.
- Need to educate ourselves on current process and how to become part of the process.
- Why hasn't this discussion happened before?
- Address fear of bureaucracy.

Recommendations:

1. Would like a list of First Nations on current Senates and Boards of Governors across British Columbia.
2. Revise *University and Colleges Act* to reflect equitable representation.
3. Accountability measures around Boards of Governors, faculty and staff representation.

15. Aboriginalizing the curriculum, (new and existing) plus requirements for public institutions to accredit community-based programs

Summary of Discussions:

- "Aboriginalization" of the curriculum means the inclusion of Aboriginal content and perspective.
- Concern about FN curriculum that is established in FN institutions and then has to be accredited by public post-secondary. Public post-secondary is not graduating what we need.
- "Compatibility" doesn't necessarily mean the same. Public post-secondary is not equipped to recognize indigenous knowledge.
- Doubly difficult for remote communities.
- Knowledge not accepted because it's not understood.
- Issue can be that an institute may say something is FN because there are FN students in it – but it hasn't altered curriculum. Need to bring the community into the institution. Qwasa (sic?) is an example (MUC) rather then require students to provide the cultural content.
- Need to accredit Aboriginal language programs – but do institutions have the authority to accredit FN language programs.
- FN authority in curriculum. Should involve specific practitioners of that discipline.
- Big question around "aboriginalization" is definition components:
- Curriculum development by FN people.
- Recognize that institutions have a hard time actually doing diversity.
- Grow curriculum from needs and processes from community.
- Curriculum needs to be done by our people and be accepted as legitimate, for example health programs must review how Aboriginal people look at health.
- Recognize that it is possible to be superficial having guest speakers.
- Post-secondary institutions are extremely resistant to change.
- Need to examine what has happened to Aboriginal Special Project Funding projects. What actual change has it created?
- Need to have FN curriculum in K-12. Need to better recognize expertise of language speakers.

Recommendations:

1. Partnerships by FNs or Aboriginal organizations must be part of the accountability framework. Advisory councils to be involved in this.
2. There needs to be support to provide more FN curriculum development experts.
3. "Aboriginalization" must be defined. Need to set up a means of utilizing existing resources to advise/define. Find out what really makes change.
4. Indigenous knowledge must be recognized and incorporated into institutional practice.
5. Develop a document of "guiding principles" to create a framework for Aboriginal curriculum development and delivery.
6. Have Aboriginal representation on Board of Governors, Education Councils and Senate.
7. Use the 4 principles of partnership from the Royal Commission on Aboriginal People (RCAP).
8. Review the entire accreditation process to take into account Aboriginal knowledge.
9. Make course work available to all students on Aboriginal knowledge.
10. Develop an accountability model that involves the Aboriginal community.
11. Special projects $3 million in the last two years.
12. Review the impact of this project on enriching Aboriginal knowledge in this institution.
13. People don't get the knowledge earlier.
14. Provincial and Federal government support to students so they can become the proponent.
15. Develop guiding principles for Aboriginal curriculum development.
16. K-12 to PSE.
17. Around employment equity hiring from this document.
18. Have Aboriginal representation on staff and faculty hiring committees.

16. How committed and prepared are the various institutions to accommodate change and acknowledge Aboriginal history, cultural and traditional knowledge within their perspective environments

Summary of Discussions:

- Individual struggle to make changes in the system/institution. When individual leaves, the system/institutions changes back.
- The system(s) need to change to accommodate the needs of our students.
- Accommodation begins with coming to understand students.
- Respect for Aboriginal students.
- Confidence/critical mass- Aboriginal community side.
- Entrenched interests- Institutional side.
- Power differential between Aboriginal interests and institutional interests.
- ASPF provides a small measure of opportunity to create change in institutions.
- More recognition for Aboriginal knowledge.
- We need to make up ground for time we have lost.
- The purpose of education is different.
- Education as a social development tool versus education as an economic tool.
- Differentiate between Aboriginal people (Indian/Métis/Inuit/Non-status).
- Recognition can contribute to working together.
- Bridging programs with support services.
- The institution can exploit divisions within Aboriginal advisory committees.
- Develop a program and students don't come.

Recommendations:

1. Community-based bridging programs with support systems.
2. Admission requirements can be a problem. We need to develop an opportunity to address issues. Placeholders may be a method. Bridging programs.
3. All students take one Aboriginal studies course. The territory should be acknowledged and studied.
4. Conference to explore Aboriginal post-secondary education.
5. Equity employment.
6. Focus groups within Aboriginal communities. Be aware of student funding cycles.
7. Elders should be involved as a part of the program.
8. Aboriginal communities support students beyond sponsorship.

How Can We Help

- Change policies.
- Recognize the system doesn't fit all people therefore different types of systems.
- Funding.
- Power balance can be shifted with input of funds.

- Provide leadership with accountability and definition of quantities. What measure should be use?

17. How can university responsibilities re: graduate programs research and publishing be made accessible to Aboriginal people

Summary of Discussion:

- Need for distance education graduate programs – people going to other jurisdictions for grad programs through distance education (e.g. Australia, New Zealand, Antigonish, Penn State) or taking different programs.
- Not a lot of Aboriginal contact in graduate level programs.
- Key: not including graduate level programs suggests that we are not expected to go there.
- Aboriginal professionals trained at masters and graduate level can contribute greatly at University.
- Real change in curriculum happens when Aboriginal people do research and publish that research and teach it at post-secondary levels.
- Spectrum of programs at graduate level very limited (education and governance).
- Those who take individualized programs with a First Nation focus are very isolated. Need to build a framework to support these students. Distance education programs need to build support.
- UBC holds monthly graduate seminars.
- Current University faculty does not necessarily have background to supervise and increase a need for Aboriginal faculty.
- Huge need for graduate level programming.

Recommendations:

1. Accountability framework needs to include graduate programs/research/publishing proportion of scholarships to grad students. Also the numbers of graduate students and faculty. The APF should show the percentage of scholarship/research dollars that go to Aboriginal students.
2. Faculty of Graduate Studies: hire First Nation coordinators. The first generation of students going through need to be supported.
3. That the Ministry provide funding to undertake annual Aboriginal graduate student conferences (like the ones UBC holds annually).
4. Each institution will develop in consultation with Aboriginal faculty, Aboriginal research guidelines.
5. Financial support for graduate students is very important. Need to look at Ministry collaboration (INAC, AVED) for funding. Many universities are using funds to support undergraduate students.
6. Increase the number of Aboriginal faculty to support grad students.
7. Develop provincial publication promoting Aboriginal graduate organizations within institutions. Can be measured in the accountability framework.
8. Develop distance education programs for Aboriginal students.
9. Develop an inter-institutional, inter-disciplinary graduate program to make efficient use of Aboriginal faculty.
10. Preparing for graduate schoolwork for grad students.

How can we help?

- We can work to develop and support Aboriginal graduate student conferences.
- We can support and participate in UBC's Aboriginal graduate student conferences
- We can ensure that graduate student fellowships are in institutional funding core studies.

18. E-learning- Can it work in FN Communities

Discussion:

- Need to have a learning community within a reserve community for e-learning to succeed.
- An area where the community needs to take ownership and responsibility. Needs a facilitator- a local leader.
- The human connection needs to be there.
- Need to develop appropriate courses- inspiring, technologically excellent.
- Got to be something FN people want, will be interested in, will be enjoyable.
- Who will develop the curriculum to be useful to people living in rural communities?
- Need to view this as a composite issue: technological capability, curriculum, and local support are all required.

- Need to start developing the e-learning skills and community support systems in grade school.
- Focusing on e-learning as a panacea before technical and support capabilities are there may serve to widen the education gap.
- Need a new approach customizing courses to work in rural FN communities. Cannot just use standard curriculum.
- E-learning gives students the choice to live at home and be in community. To go to university is an alienating type of experience.
- Need to foster a two-way learning approach- FN students need to help shape curriculum. Courses need to be flexible and interactive, inclusive and democratic.
- Until Aboriginal programs developed by Aboriginal people and taught by Aboriginals are valued for credit by the non-Aboriginal population, the Aboriginal community will never value them. E-learning opens up Aboriginal study courses to non-Aboriginals.
- Need to train instructors on use of e-learning.
- This type of issue has been discussed for years - time for action.
- Institutionalized learning has to establish FN trust.
- FN living in urban centers also need to have their needs addressed. They are "isolated urbans." Not attracted to colleges and universities.
- Distance education in remote aboriginal communities - recent book from College of New Caledonia. Needs to be disseminated.

Recommendations:

1. Widen criteria of developing courses for BCcampus to involve community participation.
2. Need to provide enhanced FTE funding to acknowledge required supports for e-learning in rural communities.
3. Need to fund an agency (Ministry/FN) to take the lead in addressing this issue. Needs to be based on collaboration and be properly resourced. Needs to work with communities; community by community. Needs to work with colleges and universities to build upon local initiatives.
4. Need a forum of educational and community representatives to deal with this issue and develop a plan for action.

19. **Accountability: whose perspective – Aboriginal, Ministry, other**

Summary of Discussion:

- How is accountability determined?
- Whose people count?
- Ministry, student, faculty, Aboriginal community, institution, degree certificate program, individual or system, or community or political.
- What counts as success or as key accountability outcome varies by standpoint but also by accomplishment?
- Credential learning, insight, job, inspiration.
- In a learner-centered environment, accountability should reflect personal accomplishment
- Accountable to whom and for what?
- Often focus on what can be counted, measured as opposed to what is meaningful; a system now that is too competitive, too demanding, too intense, also too much time pressure.
- What are the mechanisms to ensure that the multiple perspectives of accountability can be optimally and maximally aligned?
- The Aboriginal community anticipates a more personal approach to student success, going the extra mile for students. Plus what of our Aboriginal heritage resides in this educational institution "what of us is in your place".
- Has been an important shift in accountability from inputs to outputs to outcomes.
- From an aboriginal perspective, the focus is less upon individual and more upon community. One aboriginal student has behind her or him a set of others (families, community members, extended group of others).
- How prescriptive should we be with respect to support mechanisms for Aboriginal education?
- Have advisory councils, have Aboriginal counselors, elders in classes, etc.
- But if there is only one model that all institutions should follow – you must have –
- Some institutions do things differently and see flexibility as key. Government needs to get out of face of institutions.
- Aboriginal peoples have been marginalized within post-secondary sector and so more prescriptive policies may be more appropriate given this marginalization – flexibility may be a good goal, but not at the risk of not supporting Aboriginal people.

Recommendations:

1. Inclusion of quality input as it pertains to Aboriginal people.
2. Outcome should be competency-based or learner-centered as opposed to credential-based or time-based.
3. Focus both on students who succeed based on graduation and those students who do not complete programs.
4. Ensure we have alignment among the variety of accountability expectations among various groups (e.g. individual, government, Aboriginal communities).

19. Employment issues, employment equity and representation in workforce for graduates

Summary of Discussions:

- Aboriginal procurement strategies are helping those people who can work anywhere but are not helpful to the average Aboriginal person.
- Include cultural areas.
- Employment equity programs hire talent that may not be as good as someone else.
- Need meaningful equity programs.
- Internships seem to work better, it's all about networking.
- The largest number of Aboriginal people seem to work in governments. We need a diverse workforce everywhere. Need a lot of Aboriginal people in trades.
- Having seats for Aboriginal people in university and colleges is good, but there are lots of barriers.
- Everyone should take an Aboriginal studies program. Educate them so that they can hire Aboriginals.
- People don't get jobs just based on credentials. Why aren't educated Aboriginal people getting hired?
- Support Aboriginal businesses and institutes that exists.
- Look at smaller communities and see what we can do there first and on upwards in larger areas.
- Need research to know what works and what doesn't.
- Dealing with employers, engaging consultants: ask them to hire Aboriginals.
- Cooperatives and summer employment programs.
- Need the funding though!
- Aboriginal people often don't hear of good programs.
- Huge barrier: Aboriginals don't want to leave their community.
- Grade 10-12 students: how do we get them into career interests. Embrace career and personal planning programs. What is the job? What are the tasks?
- Capacity: Need a Human Resource strategy in our communities. It has to start in our communities first. Tell students to come back. Tell them to be mentors in our schools.

20. How to decrease the drop out rate

Summary of Discussions:

- School is not fun. Drugs and fun in high school take over until children figure out reality is harsher than TV. Kids get their impressions from TV. It is erroneous. Aboriginal kids have a different background. Christian groups are a great foundation and support for Christian kids, but Aboriginal kids just have TV.
- Concerns and frustration with special needs reporting – kids are illiterate but report cards based on different standards. Pre-school important foundation for future learning, upbringing and environment support future success.
- Kids who leave school have deep family issues. It's not money or race. The kids don't know WHY they should be there. What opportunities are not there? They feel they can function without a high school diploma.
- Where do kids get their influences? Grade 6 and 7 kids can be influenced, but by high school they are very scattered.
- Need self-respect. You affect people around you. We need a balanced influence growing up. Money is just a means to an end. We need to invest in ourselves. Kids need to know that money is useful to get an education.
- Some parents don't know how to parent. Easier to let kids sleep in than to fight with them. Legacy of residential schools: some parents had to attend residential schools and don't want their kids to go. Parenting issues…it's a long process for parents to learn to support their kids.
- High school years are all about image. Difficult to be a First Nations teen. We need mentors and champions and footsteps to follow. Shine the light on First Nations people as heroes. Put a positive light on First Nations people.
- Prince George has a tutoring program with First Nations mentors who spend time career planning with First Nations students.
- Discrimination is still a problem.
- How do we educate non-Aboriginal people? We need an honest history of Canada.
- Be aware of culture shock in high school: drugs, racism and other issues.
- How do dropouts get back in? It's not easy. What is an education worth?
- Dropping out is a gradual process. Need intervention.
- When you're growing up, you don't want to become the stereotype, but it's a self-fulfilling prophecy. Older teens can help younger ones.
- Too many hoops for single parents to get ahead – need a combined approach. Information sharing is important.

Recommendations:

1. Provide parents with tools to support their children's learning in the face of competing influences. Need strong foundation to keep them on track during the turbulent years. Increase parental involvement.
2. Develop local planning strategies for youth at risk. Revitalize the First Nations culture with grandparents and community values. Tailor to urban and rural.
3. We need appropriate educational resources focused to reflect First Nations experience.
4. Peer mentoring – get teens from post-secondary institutions to visit elementary schools more than just once a year. Get successful high school students to be champions for younger kids.

21. Love life, love learning, love themselves: Increasing self-esteem in K-12

Recommendations:

1. Stop painting all Aboriginal people with one brush. Stop streamlining /segregating Aboriginal kids. This leads to ghettoization, which is a form of legitimized racism and it must stop.
2. No exit plan for kids to get out of "Special " programs.
3. All children should learn about culture together.
4. Do not remove children from the classroom for any type of Aboriginal cultural program unless the whole class goes.
5. All Aboriginal programs must have the same academic rigour.
6. Focus on opportunities and equities for Aboriginal people not access and benefits for all British Columbians.
7. Listen to the voices of Aboriginal students.
8. Workers in the system must know about all Aboriginal issues i.e. prod-d days on Aboriginal issues for all.
9. Young parents need support as 50% of the Aboriginal population is under 25 years old and at least 25% of the population has children before they are 20 years old.
10. Speak in the language of the people that you are talking to. Do not talk down to Aboriginal people.
11. Give students self-esteem. Focus classes on the positives and not the fact that we have been oppressed. Focus on the future.
12. Models must be developed at the community level
13. Allow kids to challenge themselves
14. All teachers must have high expectations of all Aboriginal students just as they do for non-Aboriginal students.
15. Introduce and use different teaching methods and styles, i.e. problem based learning.

22. Federal/Provincial/First Nations meetings on post-secondary education like the table on K-12

Summary of Discussion:

- Need to be more explicit about the possibility for partnerships between
- British Columbia, Federal and First Nations governments.
- Questions about funding.
- How to compile the third part of the equation. Is there an increase from five years ago?
- Data collection. There are a high number of band members that are not quite degree – may need more time than the policy allows.
- Questions about Indian and Northern Affairs Canada (INAC) guidelines.
- There is still a lot of misunderstanding.
- Federal Indian Studies Support Program (ISSP) – allocated to 27 private post-secondary institutions – which deliver ABE or the programs for priority.
- Community-based programs provide foundations for supporting First Nations institutions to develop.
- Special project funding: principle funding is to the institution and partnerships with colleges.
- Targeted funding attached to counseling.
- Curriculum development and the Aboriginal context: NVIT Métis; targeted funding for Aboriginal academics.
- General financing: ministers meet once or twice a year.
- Indigenous groups, subset of council.
- Indigenous adult and higher education: 57 adult learning centres. First Nations post-secondary committee.
- The communities under block funding arrangements enjoy their flexibility. It enables them to move money or to increase the amount of money available for students. Communities are satisfied to have students linked to the post-secondary system. Encourage them to become lifelong learners.
- Need Aboriginal learners in the workforce.
- Speech from the throne – gives support to education. Prime Minister's focus on Aboriginal issues, former British Columbia Regional Director General.
- Snuneymuxw provides support to individual students.
- Increase to tuition in British Columbia has been higher than in other provinces. Books prices are also high.
- Bigger investment in the future of our students in savings or other areas.

Recommendations:

1. Develop a common table for post-secondary (tripartite or tripartite plus university presidents) relevant to the barriers and opportunities.

2. To develop a strategy to justify additional funding from INAC for PSE. We need a business case for the 2005 window of opportunity.
3. Federal and Provincial Governments to get better coordination of ISSP/Aboriginal Special Project Funding.
4. Also to have British Columbia - National table with provincial Minister to take issues to the Council of Ministers of Education of Canada.

23. How to ensure First Nations students succeed in the physical sciences

Summary of Discussion:

- First Nations perception – content easier to achieve in the natural resources sector – cultural resources (anthropology) – fisheries – agriculture.
- Poor science and math pressure at high school. Lack of bridging to the physical sciences…sometimes physical sciences are not available in community schools – need to travel out to larger communities.
- Labeling of scientific from K-12 as early as possible (this already occurs in the natural world – early exposure).
- Except for Washington State where Chief identifies children with math/science inclination very early on and Chief "tells" them that the band will pay for this university education and that they will return to the community to work in aquaculture and other endeavours.
- Discussions of e-learning. Need First Nations experts to deliver and knowledgeable facilitators on-site.
- Design applicable tests and curriculum by Aboriginal educators.
- Pilot and e-learning program at a high school.
- Chemistry role in history. Hellebore oil with oolichan grease. Hellebore acted to remove head lice.
- Facial mask of mud prevents gnats from biting.
- Physical – principles already identifiable in raising totem poles, carving paddles and carving out canoes (the physics associated with shape). Functional art and the importance of the physical!
- Need a curriculum appropriate in getting students interested in science.
- Need to recruit faculty with an interest and a focus on First Nations issues and perspectives.
- Need champions.
- Develop curriculum in First Nations settings so that it is relevant.
- What is being done already at the secondary school level?
- Why should Aboriginal students study science? First Nations success stories must be celebrated and publicized.
- Difficult to find Aboriginal faculty, let alone Aboriginal science faculty.
- Not enough Aboriginal students in graduate school.
- Need non-Aboriginal people to become experts in Aboriginal issues.

Recommendations:

1. High school curricula – revamp to include aspects of physical science that has relevance to First Nations.
2. Pilot a project with First Nations content and perspectives in different schools around the province and assess success.
3. Learning outcomes are important. How can we reach them in courses using First Nations concepts and perspectives and still maintain transfer credits?
4. Allocate a funding envelope to First Nations FTEs in the physical sciences (akin to the New Era FTEs for health and computing).

Observation: All people here are almost all white or First Nations. What are the perspectives of East Indian or Chinese cultures in support of First Nations? How can we help build bridges to these communities?

24. Are enough students completing Math 12 or English 12? If not, why not and what can we do about it

Summary of Discussion:

The group expressed the view that not nearly enough students are graduating with the credentials and skills they require to move on effectively to post-secondary education. This becomes very clear at the university level, but the issue is a significant one for all parts of the PSE system.

- Participation rates in Math 12 and English 12 are extremely low, but also very low in sciences (some concern as to whether gateways were too rigid).
- Streaming of Aboriginal students to the non-academic programs has aggravated the situation.
- Success will require more focus on student achievement at a much earlier age. Literacy/numeracy skills must be more effectively developed in the early stages of K-7.
- Parental role must be properly supported. Important to be responsive to the high number of younger parents.
- Developing strong role models will be an important success strategy. Hire more Aboriginal teachers.

Recommendations:

1. Stop graduating students from K-12 without the necessary skills to move on successfully to PSE – grad rates don't tell the full story and make better use of other related data.

2. Examine funding models to get available resources to where they can be used most effectively (e.g. more to community-based programs). More effort should be made to get tutorial dollars to special needs students.
3. Develop more effective inter-Ministry linkages not just between K-12 and Advanced Education. Need to also include Human Resources, Child and Families and others to support more integrated approaches.
4. Need to create space for jobs – fact that some students do Math and English 12 and succeed at the PSE level doesn't mean they get jobs.
5. Faculties of education need to do a better job of training prospective teachers to meet the needs of Aboriginal students.
6. Mentor programs should be enhanced and increased, creating a sense of optimism.

25. How can Native public and post-secondary schools gain respect within the system

Summary of Discussions:

- We are being marginalized.
- When we accomplish something it is belittled.
- We're dehumanized, just seen as an Indian organization.
- When you don't fit the system, then you're seen as different.
- No tolerance for difference.

Recommendations:

1. Ministry has to celebrate the differences between mainstream and non-mainstream institutions.
2. Has to be an acknowledgement that there needs to be different schools for different circumstances.
3. Must have institutions that are mainstream and a place where the whole culture is Aboriginally focused. We need a transition place with Aboriginal faculty, staff, and administrators acting in the place of role models.
4. The mainstream institution can learn from native public post-secondary University Transfer institutions where a true sense of community has been developed.
5. It's not about getting students into the mainstream. Rather it's an integrative process, one that depends on sharing and merging of various perspectives.
6. The existing public post-secondary institutions that offer a different model need to be enhanced, protected and promoted.

26. Introducing meaningful work opportunities to the idle generation (19-27)

Summary of Discussions:

- Young workers have very short-term goals.
- Value shift – formal education and work relationships are not there.
- Technologies can shorten careers (university).
- Parents stigmatize trades.
- Trades are in demand, have multiple positive points. Why are there labour shortages?
- Kids, especially Aboriginals, experience failure in high school – may translate this early failure to not explore other career options. Fear of failure and incapacities.

Recommendations:

1. Promote successful apprentices with posters and school groups.
2. Position trades as a choice more strategically. Market it better. Use Olympics as an opportunity. "Earn while you learn."
3. European model of career laddering. Need to study trades awareness in high schools.
4. Promote a sense of urgency around the responsibility to work. Young kids today have many choices and opportunities and are waiting to engage.

27. Increase public Aboriginal post-secondary institutions in the Province

Summary of Discussion:

- People leave British Columbia to meet graduate education needs.
- Inter-institutional collaboration cohort part-time here and part-time elsewhere (people have to go to Australia to do this).
- IIG e-mail courses offered around British Columbia. In class students get e-mail site. Grad work program is a lot of work for faculty.
- Grad course, e.g. UBC Education Doctorate takes a maximum of 12. Aboriginal programs capitalizing on Aboriginal expertise.
- Why not approach existing universities? Public post-secondary model and an indigenous model as well. Simplest way to goal.
- Existing post-secondary indigenous knowledge continues to flourish. Look at isolated communities, look at business like 300 requirement not going to happen Look at First Nations schools and look at the long term. Ensure that indigenous knowledge is maintained.
- Manitoba: inter-university North Thompson summer and winter all Aboriginal faculty.
- Everywhere else criterion is removed but British Columbia wants people to know they are discouraging this development.
- Don't share this blueprint.
- Case has to be made.
- Look at this in light of self-determination. Many existing public post-secondary institutions cannot or have not done it, hiring Aboriginal faculty in designated programs.
- Do a lot quicker and fund it.
- People assume Aboriginal programs are less than.
- Work to do in relationship building. Need to create more space and opportunity.
- Rural colleges. Distinct needs in those areas and getting post-secondary education in their communities. Contracting with Alberta is too costly.
- Institute of Indigenous Government has all First Nations faculty and Elders participate. Good sense of community support in urban areas. How to provide in community? Budget is shrinking. Noticed a lot of distinction between Federal and British Columbia responsibility.
- "You're an Indian, go over there" mindset existed for so long. Need to overcome that barrier.
- First Nations perspective viable for community needs. Can we employ them? Costs associated with that. Not always doable. Based on resources and financing.
- Community –based initiatives. Nisga'a and Gitksan funding from various sources. Fundraising… Wilp Wilxo'oskwhl Nisga'a (WWN) does a lot. Hard to sustain funding. Gambling year to year.
- Like to see British Columbia say we will help you work with partnership or do it on your own.

- No indication, no public policy.
- No recognition or support. Not sustained.
- Special project funds – modest amounts address special initiatives. Hopefully public institutions take those on. 25,000 seats expanded to Aboriginal programs/people. Look to institutions to deliver training programs, targeted some funding in specific areas.
- Performance measures and accountibility framework that Aboriginal people are there.
- Position of results only answer. Only those things on system as whole. Resistance from schools imposed on systems. Wait on goodness of hearts, most marginalized.
- First Nations education only funded out of Aboriginal dollars then we are in a sad place. Reasonable post-secondary institutions.
- Building up capacity.
- WWN pre-dated UNBC. Ability of government to sustain that.
- Aboriginal institutions are not going away. Continue to proliferate. Difficult work preparing students into the public system.
- First policy framework dealt with affiliate agreements. Resource programs – no core funding available. Need stable funding to build capacity. Recognition of the certificate and diploma level.
- Saskatchewan and Manitoba are addressing Aboriginal post-secondary needs, but there are more people. British Columbia has a higher population but do not include kids who are dropouts (10 percent). Stats should be scaring the heck out of the province.
- Some public institutions charge more to deliver. Aboriginal institutions double dinged to deliver British Columbia funded programs. Well known in British Columbia Aboriginal communities.
- IIG curriculum and instructors at no cost in exchange for FTE funding. Recommendation to look at their program.

28. Aboriginal languages

Summary of Discussions:

- Partnerships are important.
- Link with British Columbia College of Teachers. Evaluate and document experiences. First Nations develop an Aboriginal languages program in partnership with institutions and College of Teachers. Develop a set of processes and use the road map for languages unique to each community to work towards language at University.
- Need Elder's Council when developing an Aboriginal language program.
- Hiring for the program: Language teachers are certified by local language authorities.
- College of Teachers provides evidence in background in "Decolonization" of those instructors who teach Aboriginal studies.
- Utilize resources within languages to support process.

29. Increased funding for curriculum development and on-line learning

Recommendations:

1. For on-line learning, increased research is required for trainers to do learning and access technology training.
2. Market appears to be evident to meet the needs for on-line learners being flexible.
3. Increased funding for curriculum development for program development is essential.

30. Facilitating transition to postsecondary programs for those without Grade 12

Recommendations:

1. The long-term solution is ensuring Aboriginal students in Grades K-12 graduate with the academic background and preparation that enables post-secondary access.
2. Use prior learning assessment where possible.
3. Development of "qualifying year" programming to facilitate access to programs and to motivate students. A related concept is transition year. Both involve combining ABE programming with post-secondary programs and courses.
4. Need relationship developed between counselors in high school and post-secondary institutions and programs.
5. Summertime upgrading program (bring it back).

Attachment A

Issues and Opportunities for the Future of
Aboriginal Post-Secondary Education and Training in British Columbia

Policies are being updated and we need your help.

Your insights, skills and experiences are needed to help shape the future of Aboriginal post-secondary education and training.

The Ministry of Advanced Education (AVED) released the draft Aboriginal Post-Secondary Education and Training Policy Framework (APF) for discussion in November 2003. The draft APF outlines AVED's proposed approach for the future of Aboriginal post-secondary education and training.

AVED is seeking your opinions on key issues, options and strategies to ensure that this important topic is discussed from a variety of perspectives resulting in a list of recommendations for action.

Educational experts are invited to collaborate and participate in creative discussion. Participants include representatives from BC's public post-secondary institutions, Aboriginal Post Secondary Education Coordinators, Private Aboriginal Institutions, Aboriginal K-12 Education representatives, Aboriginal leadership organizations, Aboriginal Human Resource Development Agreement holders, Band Education Coordinators, other provincial ministries and the Federal Government.

When: February 23, 2004
9 am to 4 pm; lunch provided
Coffee served at 8:30 am

Where: First Nations House of Learning (UBC)
The Great Hall – Sty-Wet-Tan
1985 West Mall
Vancouver, B.C. V6T 1Z2

The event will utilize Open Space technology to provoke imaginative discussion around the issues and opportunities participants deem most important. The inventive atmosphere of Open Space will enable participants to develop their own agenda and collaboratively work towards solutions. Facilitators Chris Corrigan and Chris Robertson will guide the group through this process.

Please come prepared with your visions, comments, concerns and questions regarding the future direction of Aboriginal post-secondary education and training. You will have the opportunity to raise these issues and ideas as the Open Space commences.

Please contact Michelle Martin to RSVP by February 13, 2004 at (250) 387-2041 or Michelle.Martin@gems9.gov.bc.ca.

Attachment B

Participant List February 23, 2004 Conference

First Name	Last Name	Organization
Deborah	Ainsworth	Ministry of Human Resources
Marilyn	Alexis	Okanagan University College
Bruce	Allan	Carrier Sekani Tribal Council
James	Andrew	University of British Columbia, BCFNCC
Jim	Anglin	University of Victoria
David	Appleby	Institute of Indigenous Government
Shawn	Atleo	Nuu-chah-nulth Tribal Council
Teagan	Avoledo	ACCESS Trades
Don	Avison	University Presidents' Council of British Columbia
Gloria	Back	Ministry of Human Resources
Cherron	Beadnell	Institute of Indigenous Government, BCFNCC
Juanita	Berkhout	Ministry of Advanced Education
Tim	Bilou	First Nation Education Steering Committee
Sharon	Bowcott	First Nations Employment Society, AHRDA
Robert	Buchan	University College Presidents Consortium
Brian	Clewes	Industry Training Authority
Michael	Clifford	Emily Carr Institute of Art and Design
Jeanie	Cockell	Institute of Indigenous Government
James	Cooke	Capilano College
Chris	Corrigan	Facilitator
Steve	Courchene	Institute of Indigenous Government
Brenda	Crabtree	Emily Carr Institute of Art and Design, BCFNCC
Franki	Craig	Department of Indian and Northern Affairs Canada
Catharine	Crow	Institute of Indigenous Government
Beth	Davies	Northwest Community College
Jody	Delaney	Skeetchestn First Nation
Jacqueline	Dennis-Orr	Native Education Centre
Krista	Desousa	Métis AHRDA
Heather	Dickson	Ministry of Human Resources
Lou	Dryden	North Island College
Carrie	Dusterhoft	Ministry of Community, Aboriginal and Women's Services
Brendon	Farrell	Industry Training Authority
Thelma	Florence	Chawath First Nation
Matthew	Garrow	Human Resources and Skills Development

Lillian	George	United Native Nations Society
Rod	George	Institute of Indigenous Government
Martin	Gerson	Langara College
Larry	Grant	First Nations House of Learning
Neil	Guppy	University of British Columbia
Noel	Hanuse	Institute of Indigenous Government, BCFNCC
Shirley	Hardman	University College of the Fraser Valley, BCFNCC
Jan	Haugen	First Nations Education Steering Committee
Keith	Henry	Métis Provincial Council of BC
Vivian	Hermansen	North Island College, BCFNCC
Sasha	Hobbs	Simon Fraser University, BCFNCC
Fran	Hunt-Jinnouchi	Indigenous Adult and Higher Learning Association
Lydia	Hwitsum	First Nations Summit
Lucinda	Isaac	Lower Nicola Indian Band
Irene	Isaac	British Columbia Institute of Technology, BCFNCC
Michael	Izen	First Dialogues
Stuart	Jackson	Lower Nicola Indian Band
Charles	Jago	University of Northern British Columbia
Ted	James	Douglas College
Colin	James	University College of the Cariboo
Marilyn	James	Selkirk College
Otis	Jasper	Fraser Region Aboriginal Planning Committee
Deborah	Jeffrey	First Nations Education Steering Committee
Glenn	Jim	Tseycum First Nation
Roger	John	University of Victoria, BCFNCC
Deanna	Johnson	Chehalis First Nation
Vi	Kalesnikoff	Selkirk College
Sean	Kocsis	Institute of Indigenous Government
Cynthia	Kolada	Métis Provincial Council of BC
Ruth	Kroek	Malaspina University-College, BCFNCC
Lucie	Lacaille	ACCESS
Malonie	Langthorne	Métis AHRDA
Laurel	Lattie	Prince George Nechako Aboriginal Employment and Training Association/Society, AHRDA
Greg	Lee	Capilano College
Gordon	Lee	Kwantlen University College
Donna	Lomas	College of the Rockies
Kathy	Louis	Justice Institute of BC
Pam	Louis	Okanagan Indian Band

Patti	MacAhonic	Seabird Island First Nation
Madeleine	MacIvor	First Nations House of Learning/BCFNCC
Michelle	Martin	Ministry of Advanced Education
Joan	McArthur Blair	Vancouver Community College
Dawn	McKay	Ministry of Advanced Education
Margery	McRae	First Nation Education Steering Committee
Patrick	Michell	Carrier Sekani Tribal Council
Tim	Michel	University of British Columbia
Verna Billy	Minnabarriet	Nicola Valley Institue of Technology; Indigenous Adult and Higher Learning Association
Heather	Morin	Ministry of Education
Lyle	Mueller	Okanagan University College, BCFNCC
Mary-Anne	Neal	Ministry of Education
Deanna	Nyce	Wilp Wilxo'oskwhl Nisga'a
Lisa	Nye	Ministry of Community, Aboriginal and Women's Services
Glen	Ohs	Métis AHRDA
Bill	Parker	Ministry of Advanced Education
Arlene	Paton	Ministry of Advanced Education
Dave	Pearson	Langara College, BCFNCC
Victoria	Pelkey	Tseycum First Nation
Tom	Perry	Simon Fraser University
Rose	Point	British Columbia Institute of Technology
Gwen	Point	Sto:lo Nation
Bob	Priebe	Camosun College
Jim	Reed	BC College Presidents
Shelley	Rivkin	Justice Institute of BC
Chris	Robertson	Facilitator
Bobbie	Rogers	Okanagan University College
Andreas	Rohrback	Kwadacha Band
Marie	Scoretz	Malaspina University-College, BCFNCC
Brandi	Scott	West Moberly First Nation
Dave	Seaweed	Douglas College, BCFNCC
Tim	Segger	University College of the Fraser Valley
Peggy	Shannon	Capilano College, BCFNCC
Casey	Sheridan	Nicola Valley Institue of Technology
Janice	Simcoe	Camosun College, BCFNCC
Linda	Simon	Department of Indian and Northern Affairs Canada
Austin	Sterling	Lower Nicola Indian Band
Roberta	Stewart	Justice Institute of BC, BCFNCC

Fran	Tait	Chair BCFNCC, Malaspina University-College
Tony	Tanner	British Columbia Institute of Technology
Sondra	Tom	Lower Nicola Indian Band
David	Thomas	Malaspina University-College
Skip	Triplett	University Colleges of British Columbia Consortium
David	Turpin	University of Victoria
Richard	Vedan	First Nations House of Learning
Terri	Walker	Institute of Indigenous Government
Barbara	White	First Nations Education Steering Committee
Lorna	Williams	Ministry of Education
Hilda	William	Nuxalk First Nation
Leslie	Williams	Sto:lo Nation
Darlene	Willier	Kwantlen University College, BCFNCC
Sharon	Wilson	Nuxalk First Nation
Kory	Wilson-Goertzen	Langara College
Russ	Winslade	Okanagan University College